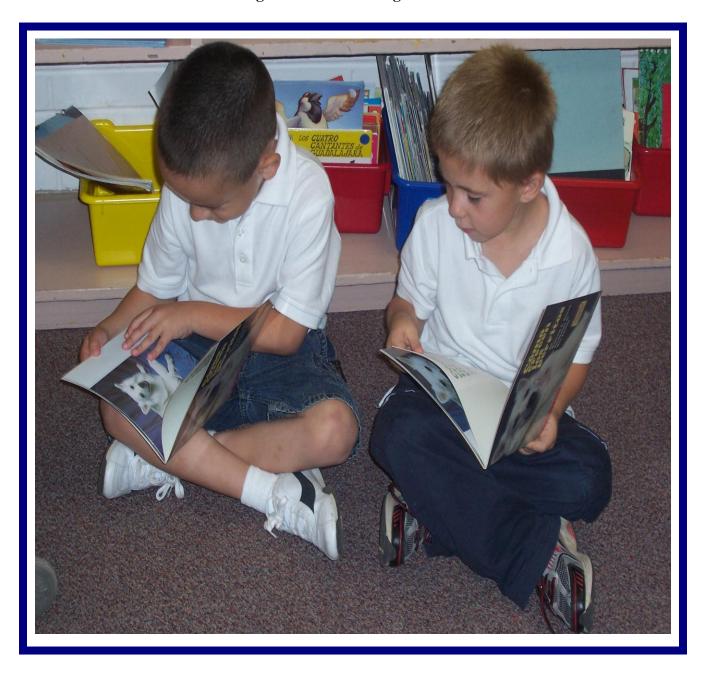
# **UTAH MIGRANT EDUCATION PROGRAM**

# SERVICE DELIVERY PLAN

February 2011

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#### **UTAH SERVICE DELIVERY PLAN 2011**

### **Educational Research & Training Corporation**

### Introduction

The United States Office of Migrant Education requires that all states complete a comprehensive needs assessment in migrant education and use the results of that needs assessment to guide service delivery in the state. In addition, it is required that states use a continuous improvement model and evaluate the impact of the service delivery plan on student needs. The draft guidance from OME is clear in regard to the goal of the needs assessment and the service delivery plan as follows:

The primary purpose of the comprehensive needs assessment is to guide the *overall design* of the MEP on a statewide basis. It is not sufficient to simply document the need for the program (e.g., 50 percent of migrant students are not proficient in reading, or 30 percent of migrant students do not graduate from high school). Rather, SEAs and local operating agencies must identify the special educational needs of migrant children and determine the specific services that will help migrant children achieve the State's measurable outcomes and performance targets. . . .

SEAs are also required to develop a comprehensive State plan for service delivery that describes the strategies the SEA will pursue on a statewide basis to help migrant children achieve the performance targets that the State has adopted for all children in reading and math, high school graduation, reducing school dropouts, school readiness (where applicable), and any other performance target that the State has identified for migrant children.

The SEA's comprehensive State plan for service delivery is the basis for the use of all MEP funds in the State. . . .

#### **Needs Assessment**

The Service Delivery Plan is based on the comprehensive needs assessment which each state is required by the U. S. Office of Migrant Education to implement regularly to insure that local migrant education programs are targeting the critical needs of eligible students. The purpose of the needs assessment is to target service delivery as well as funding on areas of greatest need for priority migrant students, particularly in areas related to academic achievement.

Educational Research & Training Corporation (ERTC) from Colorado was engaged as the external contractor to facilitate the design and implementation of the comprehensive needs assessment process. ERTC also analyzed data collected from both the quantitative and qualitative assessments and provided consultation to the CNA Committee regarding interpretation of the data and the results. The Utah CNA Committee was established in May of 2005 and has continued to meet over the past five years, to review data, and to make recommendations to guide the process. The concern statements identified by the CNA Committee, which were revised for the current needs assessment, are as follows:

- 1. We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.
- 2. We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.
- 3. We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.
- 4. We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Following the development of the concern statements, ERTC staff worked with the committee to create an effective process to investigate each of the concerns. ERTC designed the data collection strategies and processes for the CNA and collected data from all Utah migrant programs. The following provides an overview of the results for the 2010-2011 program year which were used by the committee to identify the measurable outcomes and performance targets for the service delivery plan:

**Concern Statement 1:** We are concerned that instruction for migrant students in language arts may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master reading and writing.

Analysis: Data forms to assess language arts needs were collected for 1184 students (this represents a significant number of all Utah migrant students for the 2010-2011 program year). Data included student migrant identification number and grade level. In addition, for students who took the English language proficiency assessment (UAPLA), their pretest and post-test score was included. State assessment scores in language arts were available for only 57% of students because the state assessment was not administered during the enrollment period of many students (due to mobility). However, teachers were asked to rate student proficiency for all students according to grade level for each Utah state content standard in language arts using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). Students were rated by teachers at all grade levels Kindergarten - Grade 12.

A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were considered to be priority for service if they averaged less than a 3.0 on Utah language arts standards (3.0 = proficient in the standards) and had their education interrupted within the last year. Based on these criteria, there were 529 Priority for Service (PFS) students identified out of the 1184 total in reading (language arts). All 529 PFS students in language arts were assessed as part of the comprehensive needs assessment.

Teachers were asked to rate student proficiency for all students across all language arts standards (Based on a 4-point rubric (4 = Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic). The average proficiency rating across all standards for students K-6 in language arts was 2.32 (or between slightly above basic proficiency) and for Grades 7-12 in language arts it was 2.15 (or at the basic level of proficiency across all language arts standards). In terms of skills teachers rated the highest academic reading needs for priority for service students K-12 to be as follows:

## Migrant Student Needs in Reading Based on Teacher Ratings: PFS Students

Grade Level	<b>Highest Areas of Need</b>	<b>Average Rating</b>
K-6 Basic)	Writing	1.84 (Below
	Comprehension	1.94 (Basic-)
	Fluency	1.96 (Basic-)
7-12 Basic)	Inquiry	1.72 (Below
	Writing	1.83 (Below
Basic)		

**Concern Statement 2:** We are concerned that instruction for migrant students in mathematics may not be effectively targeting the foundational skills necessary to facilitate success at the appropriate grade levels to ensure that students are acquiring the basic building blocks necessary to master mathematics.

Analysis: Data forms to assess math needs were collected for 1184 students. State assessment scores in math were available for only 54% of students because the state assessment was not administered during the enrollment period of many students (due to mobility). However, teachers were asked to rate student proficiency for all students according to grade level for each Utah state content standard in math using the same 4-point rubric incorporated into the state assessment (4 = Advanced, 3 = Proficient, 2 =

Basic, 1 = Below Basic). Students were rated by teachers at all grade levels Kindergarten - Grade 12.

A critical piece of the CNA is to identify the needs of priority for service students. Priority for service students are those who have had their education interrupted in the past year and who are at risk academically. For the purposes of this analysis, surveyed students were considered to be priority for service if they averaged less than a 3.0 on Utah math standards (3.0 = proficient in the standards) and had their education interrupted within the last year. Based on these criteria, there were 549 Priority for Service (PFS) students identified out of the 1184 total in math. All 549 PFS students in math were assessed as part of the comprehensive needs assessment.

Teachers were asked to rate student proficiency for all students across all math standards. Based on a 5-point rubric (5 = Advanced, 4 = Accelerated 3 = Proficient, 2 = Basic, 1 = Below Basic) the average proficiency rating across all standards for students K-6 in math was 2.33 (basic +). There is no overall average math proficiency for grades 7-12 because math at the secondary level is divided into separate classes, In terms of skills teachers rated the highest academic reading needs for students K-12 who are priority for service (PFS) to be as follows:

Migrant Student Needs K-12 in Math Based on Teacher Ratings: PFS Students

<b>Grade Level</b>	<b>Highest Areas of Need</b>	<b>Average Rating</b>
K-6	Measurement Data & Probability Patterns & Algebraic Concepts	1.93 (Basic-) 1.95 (Basic-) 2.06 (Basic)
Grades 7-12	Pre-algebra Algebra	1.96 (Basic-) 2,19 (Basic)

**Concern Statement 3:** We are concerned that English instruction for migrant students may not link students' native language in a way that supports English language acquisition or consider students' skill levels in reading, writing, and mathematics in their native language.

*Analysis:* There were 55 students (of the 174 assessed) whose score on the UAPLA indicated that they were non English Language proficient or limited English language proficient. This is equal to thirty-two percent of tested participants. This is a very low percentage of limited English proficient students in comparison to other state migrant programs. In addition, the onsite interviews indicated that limited English proficiency is a significant barrier to student success for many Utah migrant students. It may be that the low number of Utah migrant students tested using the UAPLA skewed the results. The following chart indicates the average level of proficiency on a three point scale (1 = Pre-

emergent English speaker, 2 = Emergent English speaker, 3 = Intermediate English Speaker), 4 = Advanced, and 5 = Fluent English speaker on the UAPLA.

The Utah Migrant onsite visits of teachers and administrators cited limited English proficiency as the significant barrier to student success. The onsite interviews with administrators, teacher, students, and parents as well as the meeting with state migrant PAC also indicated that the need for English language proficiency was a top priority. The interviews indicated a need for staff development in ESL strategies as well an increase in the numbers of bilingual staff and instruction. There were also several respondents who indicated that an increase in Spanish language instructional materials was needed. The results of the qualitative analysis using onsite interviews with students, teachers, parents, and administrators for English language acquisition indicated

- 1. The keys to improving reading are to target English language acquisition as well as the improvement of comprehension, vocabulary, and fluency.
- 2. Programs need to improve communication with parents as well as students regarding the availability of services to facilitate English language proficiency at both the elementary and secondary levels.

**Concern Statement 4:** We are concerned that health issues may be affecting the ability of migratory children to effectively participate in school.

Analysis: The OME monitor raised the concern that the needs assessment in the past did not address other areas of need that can affect migrant student success in school. Toward that end the need for other services such as health, social services, and parent literary was investigated. The onsite structured interviews were used to identify other services needed to facilitate student success in school. The onsite interviews were completed with three administrators one from each of the three different MEP target sites, six teachers from three different MEP sites, twenty-seven students from three different MEP sites, and twenty-five parents from three different MEP sites. The onsite interviews indicated that health issues were <u>not</u> identified as a significant need from any data source. Although almost all of the local migrant programs provide health services though non-profit providers as well as Health Fairs each program year. These services include medical, vision and dental services free of charge for migrant families. The interviews did indicate a need for increased parent involvement directly related to academics to facilitate the success of their children.

### **Identification of Effective Programs & Strategies**

The needs assessment process also allowed for data to be collected regarding the effectiveness of particular migrant programs and instructional strategies to facilitate academic achievement.

# **Academic Proficiency By District**

District	Average Rating in Reading*	Average Rating in Math*
Beaver	2.60	2.50
Box Elder	2.37	2.28
Cache	2.88	2.73
Davis	2.48	2.26
Logan	2.12	2.66
Millard	2.13	2.08
Nebo	2.33	2.37
North Sanpete	2.40	2.35
Ogden	2.37	2.26
Piute	2.16	2.25
Sevier	2.12	2.41
South Sanpete	1.98	1.93
Washington	2.44	2.56

<sup>\* 4 =</sup> Advanced, 3 = Proficient, 2 = Basic, 1 = Below Basic

The district with the highest ratings in both reading and math proficiency was Cache (2.88/2.73). Cache was also identified in the previous needs assessment (CNA 2008) as the program with the highest teacher ratings in both reading and math proficiency. Based on interview results with the Cache administration and instructional staff the strategies that were identified as the most effective to facilitate academic proficiency for migrant students were similar to those strategies that were effective in reading:

- 1. Targeted tutoring based on student needs in math
- 2. Small group instruction
- 3. Instructional materials designed to meet the needs of migrant students.

#### **Needs Assessment Summary**

The analysis of the data was performed by ERTC and the information was used by the CNA committee to develop the recommendations for the service delivery plan. The following summarizes key results:

- 1. There were significant numbers of K-12 students, administrators, teachers, and parents assessed as part of the CNA to provide valid results based on data.
- 2. The areas of greatest need in language arts K-12 for migrant students for which all data sources were in agreement were **writing and comprehension**.
- 3. The areas of greatest need in math K-12 for migrant students for which all data sources were in agreement were **measurement and algebraic concepts**.
- 4. The onsite interviews also indicated similar priorities (needs): **English** language proficiency, reading proficiency, math proficiency, and parent involvement in student academic support.
- 5. The most effective strategies to facilitate reading and math achievement include: targeted tutoring based on student needs; **small group instruction**; **instructional materials designed to meet the needs of migrant.**

Health issues were <u>not</u> identified as a significant need from any data source. Although almost all of the local migrant programs provide health services though non-profit providers as well as Health Fairs each program year. These services include medical, vision and dental services free of charge for migrant families. The data <u>did</u> indicate a need for increased parent involvement directly related to academics to facilitate the success of their children.

#### **Performance Targets**

The Utah performance targets are based on the current results from the comprehensive needs assessment which was completed in December 2010. The performance targets are similar to those identified in the last Utah Service Delivery plan and reflect the needs of Utah Migrant students.

**Performance Target #1 English Language Acquisition:** By the 2015-2016 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 1 year will increase from an initial baseline on the UALPA to English language fluency (scoring = P, E, E, E)

 $\bullet$  P = Pre-emergent, E = Emergent, I = Intermediate, A = Advanced, F = Fluent.

**Performance Target #2 Language Arts Achievement:** By the 2015-2016 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score of 3 or higher) in language arts based on teacher ratings or state assessment scores.

**Performance Target #3 Math Achievement:** By the 2015-2016 academic year 80 percent of all migrant students enrolled in Utah migrant programs for at least 3 years will score at the proficient level (rubric score 3 or higher) in math based on teacher ratings or available state assessment scores.

#### **Measurable Program Outcomes**

The Office of Migrant Education requires: "The plan must include the measurable outcomes that the MEP will produce statewide through specific educational or educationally-related services. (See section 1306(a)(1)(D) of the statute.) Measurable outcomes allow the MEP to determine whether and to what degree the program has met the special educational needs of migrant children that were identified through the comprehensive needs assessment. The measurable outcomes should also help achieve the State's performance targets." The following measurable program outcomes were developed based on the results and analysis of the comprehensive needs assessment

Measurable Outcome #1 English Language Acquisition: Based on a staff development survey, at least 80 percent of MEP staff will report that staff development has helped them to more effectively meet the needs of limited English proficient students using research-based ESL strategies to facilitate reading and math achievement and progress toward high school graduation.

*Measurable Outcome #2 Writing Achievement:* Eighty percent of priority for service (PFS) students targeted for writing instruction will demonstrate an increase in proficiency in specific writing skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

*Measurable Outcome #3 Reading Comprehension:* Eighty percent of priority for service (PFS) students targeted for reading instruction will demonstrate an increase in proficiency in specific comprehension skills from the Utah State Content Standards based on teacher ratings and/or other assessments of student performance and/or available state assessment scores.

*Measurable Outcome #4 Measurement Concepts in Mathematics:* Eighty percent of all priority for service (PFS) students enrolled in math courses K-6 in Utah migrant programs will demonstrate an increase in proficiency in measurement concepts in math based on teacher ratings and/or available state assessment scores.

*Measurable Outcome #5 Algebraic Concepts in Mathematics:* Eighty percent of all priority for service (PFS) students enrolled in algebra courses in Utah migrant programs will demonstrate an increase in proficiency in algebraic concepts based on teacher ratings and/or available state assessment scores.

Measurable Outcome #6 Parent Involvement in Academic Support of Children: Eighty percent of parents surveyed will report an increase in activities (provided by local migrant programs) designed to directly involve parents to support their children's academic success.

#### **Service Delivery Recommendations for Local Migrant Programs**

The CNA/Service Delivery committee reviewed the data analysis and results for the needs assessment process and provides the following recommendations to local program for service delivery.

**Recommendation 1:** Incorporate tutoring and small group instruction in reading and math for migrant students into summer programs, after-school or before-school programs, or in services provided to Out of School Youth.

**Recommendation 2:** Utilize instructional materials specifically designed for migrant students (e.g. materials from the Migrant Literacy NET).

**Recommendation 3:** Develop individual learning plans for all priority for service migrant students (e.g. the electronic Success Plans on the Migrant Literacy NET).

**Recommendation 4:** Utilize bilingual and bicultural staff whenever possible for instruction.

**Recommendation 5:** Target writing and reading comprehension for migrant students

**Recommendation 6:** Target measurement and algebraic concepts in math.

**Recommendation 7:** Create programs and opportunities for parents to become directly involved in supporting the academic achievement of their children (e.g. Parent Literacy Nights, Take Home Book Bags, utilizing the parent resources in English & Spanish form the Migrant Literacy NET.

#### **Evaluation**

The Office of Migrant Education requires that in the service delivery plan the state must evaluate to what degree the program has been effective in relation to performance targets and measurable outcomes. The service delivery process in Utah is based upon a continuous improvement model. The steps in the process include the following:

- 1. Identify the needs of migrant students in reading and math as well as barriers to English language proficiency and high school graduation.
- 2. Create performance targets and measurable outcomes and a service delivery plan designed to meet the needs of migrant students in reading, math, and overcoming the barriers to English language proficiency and high school graduation.
- 3. Implement the service delivery plan statewide including strategies designed to facilitate the achievement of the measurable outcomes and to achieve the performance targets. Each local migrant program will have the option to individualize instruction and utilize strategies based on their own needs and structure.
- 4. Evaluate the impact of the service delivery strategies on reading achievement, math achievement, and removing barriers to English language proficiency and activities designed to increase parent involvement in academic support of their children.

The external evaluator, Educational Research & Training Corporation (ERTC), will be used to provide an objective, third-party, researched-based evaluation of the service delivery plan. Both formative and summative evaluation will be implemented. Formative evaluation will include an investigation into the implementation of the service delivery plan. Specifically, districts will be surveyed to ascertain exactly which strategies they implemented to meet the measurable outcomes and performance targets, what materials they used, which students they targeted, and to what extent were the strategies used. The evaluation will also include onsite visits to a sample of Utah migrant programs to assess the effectiveness of implementation and to identify needs and/or additional modifications. In addition, the evaluation will identify local programs that are providing particularly effective services toward meeting the needs of students in order to share best practice with all programs statewide.

The summative evaluation will include two types of data: quantitative and qualitative. The purpose of the summative evaluation is to assess the actual impact on students of the service delivery plan and strategies. Quantitative data will be collected using a variety of methods including data collected on individual student performance in relation to the targeting reading and math skills as well as English language proficiency. The data collected will include state assessment scores from the current year and the previous year

for comparison, teacher ratings comparing progress from one year to the next, UALPA scores to measure English language proficiency, as well as other data from pre- and post-assessments (if available) targeting reading skills and math skills. The qualitative data will include migrant teachers and administrators surveys regarding the effectiveness of the service delivery strategies toward achieving the measurable outcomes and performance targets. The qualitative data will also include onsite interviews of a sample of local migrant programs. These onsite interviews will target administrators, teachers, parents, and students. Each of the groups of stakeholders will be asked open-ended questions using a structured interview format regarding the impact of the program on reading, math, English language proficiency, and overcoming the barriers to high school graduation.

ERTC will compile and analyze the results of the evaluation and present the findings to the Utah Comprehensive Needs Assessment/Service Delivery Committee. The results will be used to identify and expand successful practices as well as to target program weaknesses and continuing needs for modification. The committee will make recommendations toward improved service delivery which will be included in a final evaluation report of the effectiveness of the service delivery plan to the State Director of Migrant Education. This report will be completed by Education Research & Training Corporation. The final report will be submitted to the Utah Director of Migrant Education by **September 16<sup>th</sup>**, **2011**.